DOCUMENT RESUME

ED 304 423 SP 030 948

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TITLE A Professional Partnership Alternative for Teachers.
PUB DATE Feb 89
NOTE 31p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beginning Teachers; *Collegiality; *Developmental Stages; Elementary Secondary Education; Helping Relationship; Mentors; *Professional Development; Program Development; *Teacher Attitudes; Teacher Interns
IDENTIFIERS *Beginning Teacher Induction; Teacher Stages of Concern

ABSTRACT

Educators and researchers nationwide are examining the contributions of induction programs to new teachers as they enter the profession. This time of transition is being held by many as increasingly important for the successful occupational adjustment of new teachers and the retention of quality teachers. It also is believed to affect the degree of enthusiasm and confidence with which teachers anticipate their careers in education. Discussion of the university/school district induction program presented in this paper shows assessment outcomes related to the stages of concerns experienced by beginning teachers in the program; the assistance given by support teachers as these concerns emerged for each intern teacher; and the perceived benefits of this program for participants. Implications for future direction in the use and design of induction programs for new teachers is discussed. (Author)

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A Professional Partnership Alternative for Teachers

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A paper presented to the

Association of Teacher Educators

St. Louis, Missouri

February, 1989

Running Head: A PROFESSIONAL PARTNERSHIP FOR TEACHERS

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Abstract

Educators and researchers nationwide are examining the contributions of induction programs to new teachers as they enter the profession. This time of transition is being held by many as increasingly important for the successful occupational adjustment of new teachers and the retention of quality teachers. It also is believed to affect the degree of enthusiasm and confidence with which teachers anticipate their careers in education. Discussion of the university/school district induction program presented in this paper shows assessment outcomes related to the stages of concerns experienced by beginning teachers in the program; the assistance given by support teachers as these concerns emerged for each intern teacher; and the perceived benefits of this program for participants. Implications for future direction in the use and design of induction programs for new teachers is discussed.

A Professional Partnership Alternative for Teachers

This paper examines perceived changes in the levels of concerns of beginning teachers during the year of their involvement in an induction program. The program is supported by a university/school district partnership. Beginning teachers in Jefferson County Schools receive mentoring support from a master teacher one day per week and are also enrolled in a Master's Degree program at the University of Colorado. Assessment results discussed in this paper indicate changes in teachers' concerns while teaching in this induction program.

National Focus on Teacher Induction

The issue of teacher induction has attracted increased national attention during the last decade (Huling-Austin, 1989). This is due, in part, to the growing recognition of the unique needs of the novice teacher and to the goal of attracting and retaining quality teachers in the profession. Research shows that the problems encountered by beginning teachers can

contribute to the loss of teachers from the profession during the early years of teaching (Harris & Associates, Inc., 1985; Huling-Austin, 1989). Induction programs have been implemented nationwide to provide opportunities for teachers to cope with these problems early in their professional careers. Through such programs, a firm foundation for positive personalization of the teaching role is provided. Rather than seeking to create high levels of technical proficiency alone, by the end of the beginning year of teaching, an induction program provides direction for teachers in shaping their ongoing developmental growth (Huling-Austin, 1989).

Recent reports on induction issues from national professional organizations have included the following statements in support of the establishment of such programs (Ishler & Kester, 1987).

> There is a need for expanded opportunities for teachers to help new teachers, to implement staff development, and to create patterns of collegiality that insure ongoing

professional renewal (American Federation of Teachers, 1984).

Induction support should be provided for at least one year following the awarding of a provisional certificate (American Association of Colleges of Teacher Education, 1985).

There is a need for involvement of experienced, high-quality teachers in supervising new teachers in the probationary year (National School Boards Association, 1985).

Conceptualization of Teacher Growth in Early Professional Stages

Zeichner (1983) offers four paradigms in which to consider teacher growth in early professional stages. Two of these, the "behavioristic" and the "traditional-craft" paradigms, view teachers as "relatively passive recipients" of knowledge which has been specified in advance (p. 7). Both the "personalistic" and "inquiry-oriented" paradigms view teachers as active participants in determining the content of their

learning (p. 7). In the "inquiry-oriented" approach, the content of learning revolves around the teacher's "inquiry about teaching and the context in which teaching is carried out" (p. 5). The "personalistic" paradigm defines an approach in which "an attempt is made to respond to the self-perceived needs and concerns" of teachers (p. 6).

The personalized approach is based on the work of Fuller who suggests that content for teacher learning and growth be matched to level of concerns of teachers at a given point in time (Zeichner & Teitelbaum, 1982). As concerns arise during teacher development, Fuller & Bown (1975) hypothesize that three stages of concerns emerge and provide a framework for examining teacher growth. These three stages of concerns are (a) survival or self-oriented concerns during which time the teacher is concerned about his/her own adequacy and a supervisor's perceptions, (b) teaching situation concerns during which time the mastery of the teaching task and classroom situation is perceived as most important, and (c) pupil concerns. It is during this

final stage that concerns are directed toward the impact of teaching on the learning of students (Zeichner & Teitelbaum, 1982).

Veenman (1984) points to particular problems of beginning teachers within the early stages of teaching. He states that the eight problems perceived most often by beginning teachers are classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organization of class work, insufficient and/or inadequate teaching materials and supplies, and dealing with problems of individual students. These areas seem to be predictable and suggest needs to be addressed in induction programs that seek to support novice teachers. It is, however, difficult to predict the exact rate or sequence in which such needs will emerge (Huling-Austin, 1989). Assistance for beginning teachers is most effective if provided as concerns in these areas arise (Huling-Austin et al, 1986; Odell, 1986).

Professional Alternatives Consortium for Teachers

One such program which in many respects aligns with the teacher development stages of Fuller and the personalistic paradigm as defined by Zeichner is the Professional Alternatives Consortium for Teachers (PACT). This program is currently in its third year of successful implementation in Colorado. PACT is a partnership with Jefferson County Public Schools, the University of Colorado at Denver (UCD), and Metropolitan State College (MSC). This program provides for fully certified selected interns to teach a full classroom assignment in Jefferson County Schools and to have paid tuition toward a Master's Degree at UCD. The composition of the group of interns maximizes the number of first year teachers, but also includes second and third year teachers. The PACT program also provides for support teachers to be released from their classroom teaching responsibilities to give mentoring assistance to the interns and to serve clinical professorship appointments at UCD and MSC. Support teachers have expertise in teaching skills, knowledge

of available resources, skills in supervision and teacher education and realize there is no prescribed learning designated or expected for all interns at specified times in the process of becoming a teacher (Gerkhe, 1987). Individual concerns and needs determine the content of learning most appropriate for an intern at any given time.

As practicing professionals with full classroom responsibilities, the interns have an opportunity to experience all aspects of teaching. The assistance provided to interns through the mentoring relationship and other elements of the PACT program help move the intern more quickly through early difficult experiences in teaching to a greater degree of occupational and personal adjustment in the professional role. A support teacher typically spends one day per week with each of two designated interns, and during this time provides positive reinforcement, modeling of lessons, feedback regarding teaching practices, and assistance with planning and classroom management/discipline techniques. Such consistent and comprehensive support

accelerates the rate at which professional skills and self confidence are gained by the teachers. A classroom management course is required of interns prior to beginning their teaching assignments. This is taught by PACT support teachers, and therefore implementation of learned strategies of behavioral and classroom management techniques is reinforced through the support teacher/intern working relationship in the intern's classroom. The comraderie established during this course and a "Models of Teaching" course which interns take together during the first semester of their Master's Degree program participation also builds a network of support among interns, thus relieving feelings of isolation so frequently experienced by beginning teachers. PACT support teachers and interns establish mutual trust and it is in this working relationship that perceived needs and concerns of interns emerge and set a direction for continued work together. A major goal of the program is to address early concerns so that more complex concerns can emerge

and be addressed by the participants (Zeichner & Teitelbaum, 1982).

Assessment of the PACT Program

Assessment outcomes during the pilot phase of PACT considered changes in the concerns of beginning teachers in the program and the nature of assistance offered by support teachers in meeting these evolving concerns. Assessment data was collected during each of the first two years of program implementation. Three different instruments were used in assessment and included: (a) The Stages of Concern Questionnaire (SoCQ), a dimension of the Concerns Based Adoption Model (CBAM) which focuses on the concerns of individuals involved in change (Hall, 1979); (b) a taped oral interview; and (c) an 80-item End of the Year Questionnaire.

Information from the SoCQ and the interview will be discussed in this paper as they indicate changes in concerns of PACT interns during the induction year. Information from the End of the Year Questionnaire

pertains more to implementation of program components and will not be addressed directly in this paper.

The six stages of concern indicated in the SoCQ are labeled and sequenced as follows:

Stage 0: Awareness -- I am not concerned about the innovation.

Stage 1: Informational -- I would like to know more about it.

Stage 2: Personal -- How will using it affect me?

Stage 3: Management -- I seem to be spending all my time getting material ready.

Stage 4: Consequence -- How is my use affecting kids?

Stage 5: Collaboration -- I am concerned about relating what I am doing with what other instructors are doing.

Stage 6: Refocusing -- I have some ideas about something that would work even better.

Stages of Concern Questionnaire Results

Hord, Rutherford, Huling-Austin, and Hall (1987) have indicated that at any given time some degree of concern exists in beginning teachers across all stages

(as labeled and defined in the Stages of Concern Questionnaire), but that the intensity of concern shifts among stages over the course of the school year. Data from the PACT program shows some stages of concern exhibiting greater shifts in intensity than others. Concerns which demonstrate greater shifts in intensity over time for PACT interns are discussed in this paper.

Intern's profiles for each of the first two years of program implementation, showed intensity of concerns in stage 0 remaining consistently low. Stage 0 indicates a lack of concern about teaching. All interns are full-time teachers and therefore do have concerns about teaching. Stage 2 concerns remained generally low relative to other stages, and therefore are not discussed in this paper in relation to major shifts in categories of concern intensity. There were a few exceptions to this in which personal concerns (2) were higher than informational concerns (1). For this small subcategory additional support was given to assist with personal concerns related to teaching.

Profiles of PACT interns during both years showed fairly consistent and atypically high intensity throughout the year for stages 5 (collaboration) and 6 (refocusing) relative to other stages of concern. Therefore, concerns at stages 5 and 6 can be considered constant factors, with their consistently high intensity throughout the year attributable to the networking opportunities and mentoring support provided to assist in focusing and reassessing growth.

Data does show a shift in the intensity of concerns among stages 1, 3, and 4. Profiles clustered into categories showing the emergence of stages 1, 3, and 4 with varying degrees of intensity. In general it was found that in category I, informational (stage 1) concerns are higher than management (stage 3) or consequence (stage 4) concerns; in category II, management (3) is higher than informational (1) or consequence (4) concerns; and in category III, consequence (4) is higher than management (3) or informational (1) concerns (Jones & Schiff, 1989, p. 26).

The outcomes of the SoCQ profiles according to the categories as defined are summarized in table 1 (Jones & Schiff, 1989, p. 26, 42).

Insert Table 1 about here

Interview Results

Interviews of both the first and second group of interns as they began the program showed the greatest concerns to be in the areas of classroom management, discipline problems, and time and stress management (Jones & Schiff, 1989).

Interviews done in the middle of each school year (January) indicated the biggest challenges as being similar during each of the two years assessed. Both groups of interns indicated time management to be a challenge at this time. Interns in the first year of the program also indicated student behavior and effective teaching of curriculum as concerns. Those in the second year felt challenged with student motivation and individualizing curriculum (Jones & Schiff, 1989).

Sample statements of concern from interviews at this time included:

> At the first of the year I was just concerned with teaching. Now I'm concerned with doing a good job teaching . . .
>
> At the beginning of the year I needed more planning time. Now I need more teaching time.
>
> My concerns are a little more long term. At the beginning of the year my concerns were very short term.

When interviewed at the end of each school year (May), interns indicated that they perceived major changes in their growth during the year to be in the areas of classroom management and the implementation of various models of teaching and strategies of teaching for the greater benefit of students. The major change they perceived in themselves was increased self-confidence (Jones & Schiff, 1989).

Results of the Effects of Support Intervention

The nature of assistance provided by support teachers in the program varied and was consistent with the intensity of concerns as defined in each of the three categories cited earlier. Teachers in Category I received more direct instruction regarding teaching and management strategies. Those in Category II were guided by support teachers through analysis of their own behaviors related to their specific management concerns. For teachers in Category III, support teachers facilitated interns' analysis of their own teaching behaviors related to student performance (Jones & Schiff, 1989).

Both groups of interns felt that the assistance they had received from their support teachers had helped them refine their skills in teaching the curriculum (especially in the implementation of the writing process and the use of math manipulatives) and improve their classroom management techniques (Jones & Schiff, 1989). Responses included:

I use centers in my reading program, whereas before centers were for anyone finishing their seatwork. My support teacher encouraged me and then set up the centers for a few weeks to get me started.
I use more manipulatives in math. I use literature in reading. I emphasize oral language as well as written language -- all with the help of my support teacher and the Models of Teaching class.

Discussion and Recommendations

Results from the research reported here for the PACT program show it to be an induction program which facilitates the movement of beginning teachers through stages of growth and toward refinement of teaching skills. The shifts in intensity of concerns experienced by teacher interns in the categories previously described in this paper seem to relate particularly to the second and third stages of concern set forth by Fuller and Bown (1975) for teacher growth.

Interns in each year of program implementation did not exhibit a high intensity of concern related to basic information (category I). Available data does not indicate reasons for low concerns in this area. A peak of intensity related to management concerns (profiles clustered in category II) is seen in both groups at mid-year. This would seem to align with the second stage of concern indicated by Fuller and Bown (1975) in which the teaching task and classroom situation is perceived as most important. Category III, an indication of high consequence concerns, emerges with high intensity at the end of the year for both groups of interns. Since consequence concerns have been defined as concern with the impact of teaching on students, the results seen here are parallel to Fuller and Bown's third stage of concerns which relate to pupil concerns. Thus, data indicates that interns each year progressed in the refinement of teaching as they moved from concerns focused on information at the

beginning of the year to a focus on management at mid-year and finally to concerns for the consequences of teaching on students' learning at the end of the year.

Problems which Veenman (1984) indicates as being common among beginning teachers were seen in this cohort group to varying degrees and at varying times throughout the year. Interviews showed classroom management to be a concern throughout the year, but this was also indicated as an area of perceived growth by interns. Problems with discipline were of high concern early in the year, but later in the year interns felt greater challenges in the areas of student motivation and meeting student needs through effective teaching of the curriculum.

In the paradigms offered by Zeichner (1983) for conceptualizing teacher growth, the personalistic paradigm defines an approach in which an attempt is made to respond to the self-perceived needs and concerns of teachers (p. 6). The PACT program responds to perceived concerns of interns through providing assistance from support teachers which is specifically

designed to meet those needs as they become apparent in the socialization process of beginning teachers.

Soroka, Mahlios, and Stahlhut (1986) indicate two major concerns experienced by mentor teachers as being frustration with the protege's inability to fully meet expectations to mirror the mentor's teaching style and the difficulty in allocating time to establish a successful mentoring relationship (p. 16). The design of the PACT program as a "personalistic" approach recognizing stages of concerns allows support teachers to utilize knowledge of effective teaching practices in providing appropriate assistance in meeting the concerns and needs of beginning teachers. This assistance is designed to help develop the teacher's unique teaching style rather than expecting conformance to a designated teaching style or to a prescribed set of goals according to a preset time frame. Adequate time is provided for a successful mentoring relationship since support teachers do not have full-time teaching responsibilities in a classroom of their own.

Review of assessment outcomes for the PACT program seem to indicate that it is an induction program designed to meet needs and facilitate growth of beginning teachers. It provides assistance to help teachers cope with problems and move with increasing self-confidence through stages of concerns indicated by research as confronting new teachers. PACT is a program which is enhancing the refinement of skills for teachers and contributing to the development of quality teachers entering the profession.

While it is clear that there are a number of beneficial outcomes to novice teachers in the program there is little current understanding of the specific factors that brought about these particular outcomes. Specifically, the research reported does not point to the particular program element(s) and their structural configuration which contributed to the teachers' professional development. Similarly we are presently unable to definitively point to those program elements which may in fact suppress optimal growth. It is thus recommended that further research be conducted to

assess more exact levels and types of teacher development in the PACT program through an experimental design in which attention is given to examining individual program elements as well as the program as a whole.

It is apparent that the program is most helpful to teachers when it was brought to bear on a clear developmental need of the participants. This suggests that utilization of the program elements should be selectively applied to achieve maximum results and efficiency. It is therefore recommended that needs profiles be created with accompanying intervention strategies within the program so that maximum responsiveness can be obtained.

While the principal focus in this study has been on the interns, it is clear that they were not the only persons influenced by the program. Self-reports and anecdotal evidence by the support teachers, school principals, and other teachers reveals many additional perceived contributions which should be examined within the program. Two areas that seem particularly worthy

of further study include the influence of programs such as PACT on the advanced career growth and satisfaction of the support teachers and how such growth contributes to enhanced professional relationships in schools, e.g. teacher sharing patterns. We also recommend that studies be undertaken to assess the proper relationship between higher education faculty and university programs and the people and resources of school system staff development programs in order to insure that the best use of these resources is made across the teacher's professional life span.

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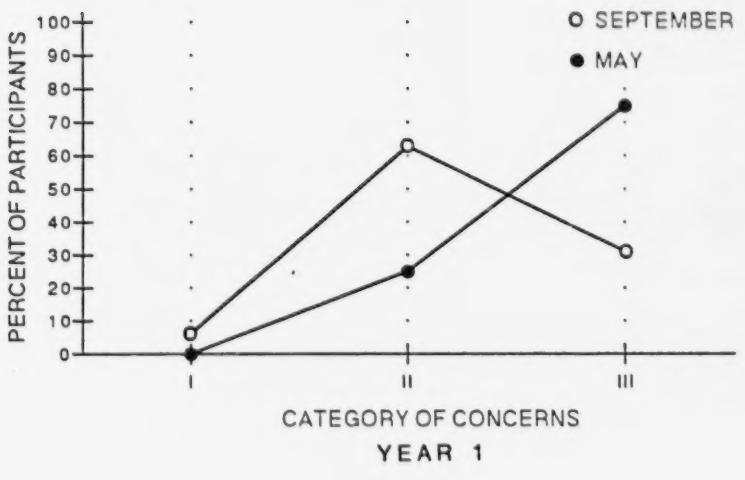
Table 1

Categories of Stages of Concerns 1, 3, and 4

	Category I	Category II	Category III
Year 1 of the Program			
September, 1986	6%	63%	31%
May, 1987	0%	25%	75%
Year 2 of the Program			
September, 1987	4%	58%	38%
May, 1988	0%	29%	71%

Figure Caption

Figure 1. Percent of participants by highest level of concerns (1, 3, and 4) within categories.5


O SEPTEMBER
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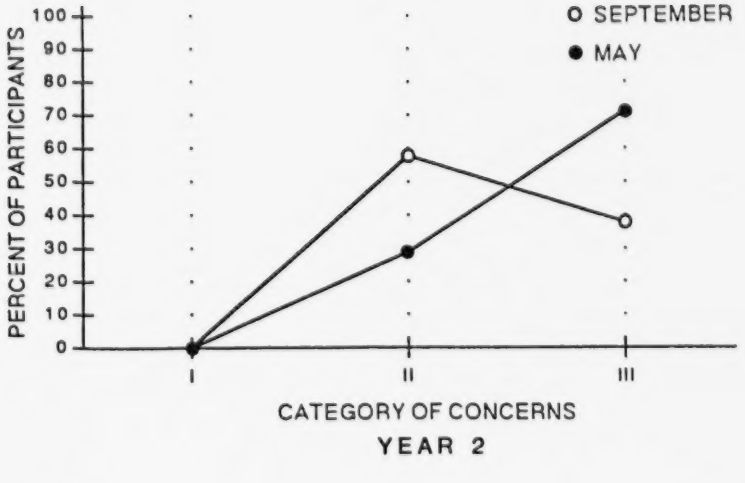
CATEGORY OF CONCERNS
YEAR 1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CATEGORY OF CONCERNS
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